

Donald Freeman, *Book Review*



# Designing Language Courses

A GUIDE FOR TEACHERS

Kathleen Graves



University of Minnesota  
Teacher Development

# Designing Language Courses A Guide For Teachers

**Patrick R. Moran**



## **Designing Language Courses A Guide For Teachers:**

Designing Language Courses Kathleen Graves, 2000 Designing Language Courses A Guide for Teachers is a clear and comprehensive overview of course design This text provides a practical guide to designing language courses by encouraging teachers to explore ways of planning and organizing content and evaluating materials **Handbook of Foreign Language**

**Communication and Learning** Karlfried Knapp, Barbara Seidlhofer, H. G. Widdowson, 2009 The Handbooks of Applied Linguistics provide a state of the art description of established and emerging areas of Applied Linguistics Each volume gives an overview of the field explains the most important traditions and their findings identifies the gaps in current research and gives perspectives for future directions **Global Practices of Language Teaching: Proceedings of the 2008**

**International Online Language Conference (IOLC 2008)** Azadeh Shafaei, 2008-12-30 The first International Online Language Conference was successfully held in September 2008 This event invited professors Masters and Ph D students and academicians from around the world to submit papers in areas related to the conference theme The event was organized by International Online Knowledge Service Provider IOKSP The main conference objectives were as follows to provide a platform for language educators academicians and researchers from diverse cultural backgrounds to exchange ideas and the best practices for effective language teaching and learning to promote better understanding of cultural diversity in language learning to encourage language educators to be involved in the research process in order to achieve comprehensive excellence and to produce a collection of scholarly papers **The Routledge Handbook of English Language Teaching**

Graham Hall, 2016-05-12 The Routledge Handbook of English Language Teaching is the definitive reference volume for postgraduate and advanced undergraduate students of Applied Linguistics ELT TESOL and Language Teacher Education and for ELT professionals engaged in in service teacher development and or undertaking academic study Progressing from broader contextual issues to a narrower focus on classrooms and classroom discourse the volume s inter related themes focus on ELT in the world contexts and goals planning and organising ELT curriculum resources and settings methods and methodology perspectives and practices second language learning and learners teaching language knowledge skills and pedagogy understanding the language classroom The Handbook s 39 chapters are written by leading figures in ELT from around the world Mindful of the diverse pedagogical institutional and social contexts for ELT they convincingly present the key issues areas of debate and dispute and likely future developments in ELT from an applied linguistics perspective Throughout the volume readers are encouraged to develop their own thinking and practice in contextually appropriate ways assisted by discussion questions and suggestions for further reading that accompany every chapter Advisory board Guy Cook Diane Larsen Freeman Amy Tsui and Steve Walsh *The Routledge Handbook of English Language Teacher Education* Steve Walsh, Steve Mann, 2019-07-03 The Routledge Handbook of English Language Teacher Education provides an accessible authoritative comprehensive and up to date resource of English language teacher education With an overview of

historical issues theoretical frameworks and current debates this handbook provides unique insights into a range of teacher education contexts focusing on key issues relating to teacher and learner priorities language and communication current practices reflective practice and research Key features include a cross section of current theories practices and issues providing readers with a resource which can be used in a variety of contexts the use of data transcripts and tasks to highlight and illustrate a range of practices including examples of best practice snapshots of ELTE from a number of contexts taken from all around the world and examples of current technological advances contemporary thinking on reflective practice and insights gained from recent research This wide ranging and international collection of chapters has been written by leading experts in the field The Routledge Handbook of English Language Teacher Education is sure to be core reading for students researchers and educators in applied linguistics TESOL and language education

**Defying Culture Hegemony through Teacher Generated EFL Materials** Astrid Núñez-Pardo, María Fernanda Téllez-Téllez, 2022-01-11 Defying Culture

Hegemony through Teacher Generated Materials contributes to the growing literature on the critical analysis of English language teaching and learning materials used with students in local contexts This research draws on contextualised teacher generated materials that contest decontextualised and standardised cultural content present in generic and commercial EFL textbooks Six in service teachers developed contextualised EFL materials workshops and worksheets for the pedagogical interventions of their qualitative action research five teachers or case studies one teacher to be used in state funded and private schools two private universities and a non formal public institution Two full time professors of the emphasis conducted a qualitative documentary research whose main purpose was to critically analyse the cultural content of EFL materials generated by these in service teachers These sociocultural mediations correspond to local realities of those who learn and teach English with these mediations in state funded and private educational institutions in the Colombian context Besides being designed from a critical stance and being implemented with students of varied English proficiency in state funded and private educational institutions these contextualised materials counter conventional resources used in EFL education make up for their absence or complement the existing ones EFL materials proposed by the six in service teachers create reflective meaningful and constructive learning environments They also challenge the long term cultural hegemony of commercial and instrumental EFL textbooks produced by foreign publishing houses or their local branches in our country Furthermore the study explores the role of contextualised teacher generated materials in fostering the development of students cultural awareness self esteem and self concept and inquiry skills such as observation prediction interpretation and communication Additionally it enquires into students inferential reading and speaking in a blended learning setting and in service EFL teachers oral interaction This volume portrays a dimension of English teachers that reclaims their role as critical researchers and materials developers and invites them to envision themselves as autonomous and prospective educators and ponder their renewed identity

**Teaching Readers of English** John Hedgcock, Dana R. Ferris, 2009-09-10 A

comprehensive manual for pre and in service ESL and EFL educators this frontline text balances insights from current reading theory and research with highly practical field tested strategies for teaching and assessing L2 reading in secondary and post secondary contexts Teaching Readers of English provides a thorough yet accessible survey of L2 reading theory and research addresses the unique cognitive and socioeducational challenges encountered by L2 readers covers the features of L2 texts that teachers of reading must understand acquaints readers with methods for designing reading courses selecting curricular materials and planning instruction explores the essential role of systematic vocabulary development in teaching L2 literacy includes practical methods for assessing L2 students proficiency achievement and progress in the classroom Pedagogical features in each chapter include questions for reflection further reading and resources reflection and review questions and application activities

*Global Englishes for Language Teaching* Heath Rose,Nicola Galloway,2019-01-24 The spread of English as a global language has resulted in the emergence of a number of related fields of research within applied linguistics including English as an International Language English as a Lingua Franca and World Englishes Here Heath Rose and Nicola Galloway consolidate this work by exploring how the global spread of English has impacted TESOL uniting similar movements in second language acquisition such as translanguaging and the multilingual turn They build on a number of concrete proposals for change and innovation in English language teaching practice whilst offering a detailed examination of how to incorporate a Global Englishes perspective into the multiple faces of TESOL putting research informed practice at the forefront Global Englishes for Language Teaching is a ground breaking attempt to unite discussions on the pedagogical implications of the global spread of English into a single text for researchers and practicing teachers

**Teaching ESL Composition** Dana R. Ferris,John Hedgcock,John S. Hedgcock,2004-09-15 Presents pedagogical approaches to the teaching of ESL composition in the framework of current theoretical perspectives on second language writing processes practises and writers

Handbook of Research on Program Development and Assessment Methodologies in K-20 Education Wang, Viktor,2017-11-30 As the educational system continues to evolve it is essential that educators of today devise innovative and strategic approaches to program development and assessment The Handbook of Research on Program Development and Assessment Methodologies in K 20 Education is an essential reference source for the latest terminology and concepts related to program development Featuring extensive coverage on a broad range of topics such as cognitive diagnostic assessments self directed learning and digital education this publication is ideally designed for educators students program designers and librarians seeking current research on inventive strategies and practices to enhance education in the 21st century

**Current Perspectives in Spanish Lexical Development** Irene Checa-García,Laura Marqués-Pascual,2023-10-04 New quantitative methodology and the development of corpus and experimental linguistics tools have recently made researching lexical comprehension and production more accessible While several tools and data sets are available in English Coh metrix CELEX and a few other languages the development of resources and empirical research is still lacking in Spanish This

volume brings together original empirical research and theoretical perspectives that examine lexical development in Spanish L1 L2 and L3 with a focus on different teaching approaches and textbook coverage of Spanish lexicon in L2 curricula and the use of corpus linguistics in methodological investigations Some questions addressed include the role of lexical development in mapping grammatical acquisition phases the potential transfers of L1 to L2 lexical abilities the effect of explicit vocabulary learning techniques in L2 how affective meaning modulates L2 acquisition or how a typological understanding of lexical organization can help in teaching more effectively the lexicon of a language among many others The book offers an overview of what is currently being done in the field of Spanish lexical acquisition through a myriad of approaches and topics

*Moving Beyond the Grammatical Syllabus* Jason Martel, 2021-12-06 In this concise and practical book Martel advocates for a content based approach to foreign language curriculum design that emphasizes communicative competence cognitive engagement and social justice Intended primarily for busy teachers with limited preparation time the book includes An introduction to content based instruction and its use to date in foreign language education Step by step strategies for designing content based unit plans lesson plans and assessments A complete curricular unit that serves as a guiding example including nine lesson plans and a summative assessment The book is accompanied by a website that will feature additional examples of content based curricular materials across a range of languages and proficiency levels available at <http://cbi.middcreate.net/movingbeyond>

*The Intentional Dynamics of TESOL* Juup Stelma, Achilleas Kostoulas, 2021-04-19 This book presents intentional dynamics which is a new perspective on TESOL contexts activity and outcomes The key innovation is a synthesis of complex systems and ecological theories as well as the concept of intentionality from the philosophy of mind to understand the psychological and social processes of TESOL One aspect of intentional dynamics is the ordinary intentions of individuals to perform particular actions and of organisations to achieve planned outcomes Another aspect is philosophically defined psychological and social forms of intentionality Psychological intentionality is understood as what language learners and teachers and other stakeholders beliefs and emotions are about or directed at Social intentionality is the aboutness expressed by TESOL materials curricula and policies The book explores how intentional dynamics both emerge from and give shape to TESOL activity and outlines what are the practical implications of intentional dynamics for TESOL learners teachers researchers managers and policy makers

**Languages and Literacies as Mobile and Placed Resources** Sue

Nichols, Collette Snowden, 2016-10-04 *Languages and Literacies as Mobile and Placed Resources* explores how languages and literacies are implicated in the complex relationship between place and mobility It is a book that represents the next wave in literacy studies in which theories of mobility networking and globalisation have emerged to account for the dynamic landscape of globally circulating communication resources Authors in this volume take up a more complex way of thinking about resources applying it to consider languages and literacies as assemblages or as parts of assemblages that are involved in learning teaching and meaning making The book addresses forms of text and mobility that arise in contexts outside of

formal education including marketing charity journalism community organisation and parenting It also addresses school contexts and higher education settings Key topics explored include Consequences of workplace confinement Literacies as placed resources in the context of rural communities Literacy sustainability and landscapes for learning Documenting networked knowledge on tablets Mobilising literacy policy through resources Global Englishes as placed resources Languages as contextualised resources Shaping a digital academic writing resource in a transcultural space With an international range of carefully chosen contributors this book is a must read text for all academics interested in semiotics and literacy studies

English for Academic Purposes in Turkey: Reflections from the Territory Züleyha ÜNLÜ ,Erkan KÜLEKÇİ,2023-04-06 CHAPTER 1 INTRODUCTION Z leyha NL Erkan K LEK CHAPTER 2 EAP APPROACHES AND METHODS Murat ATA CHAPTER 3 EAP MATERIALS Aysel EYERCI CHAPTER 4 DATA DRIVEN LEARNING IN EAP WRITING Tuba ARABACI ATLAMAZ Mustafa ZER CHAPTER 5 PHRASEOLOGY IN EAP CONTEXT ISSUES OF ACQUISITION AND DEVELOPMENT OF FORMULAIC SEQUENCES Serpil U AR CHAPTER 6 ASSESSMENT FEEDBACK AS AN EMOTIONAL EXPERIENCE FOR NOVICE EAP WRITERS A CASE STUDY ON STUDENT REACTIONS AND INSTRUCTOR EXPECTATIONS Didem ERDEL CHAPTER 7 SCHOLARLY PUBLISHING PRACTICES OF TURKISH ACADEMICS AT NATIONAL INSTITUTIONAL AND INDIVIDUAL LEVELS A CASE STUDY FROM TWO UNIVERSITIES Z leyha NL Erkan K LEK

*International Perspectives on Materials in ELT* Sue Garton,Kathleen Graves,2014-05-30 This book brings together different perspectives on ELT materials from a range of international contexts and a variety of educational settings All the chapters are underpinned by sound theoretical principles while addressing practical concerns and debates in materials design and use

Effective Curriculum for Teaching L2 Writing Eli Hinkel,2015-02-20 Effective Curriculum for Teaching L2 Writing sets out a clear big picture for curricular thinking about L2 writing pedagogy and offers a step by step guide to curriculum design with practical examples and illustrations Its main purpose is to help pre service and practicing teachers design courses for teaching academic writing and to do this as efficiently and effectively as possible Bringing together the what and the how to with research based principles what sets this book apart is its overarching focus on language pedagogy and language building Part 1 examines curricular foundations in general and focuses on what is socially valued in L2 writing and pedagogy at school and at the college and university level Part 2 is concerned with the nitty gritty the daily realities of curricular design and classroom instruction Part 3 takes a close look at the key pedagogical ingredients of teaching academic L2 writing vocabulary and collocations grammar for academic writing and down to earth techniques for helping L2 writers to organize discourse and ideas The Appendix provides an extensive checklist for developing curricula for a course or several courses in language teaching

**The Routledge Handbook of Language Program Development and Administration** Alan V. Brown,Cori Crane,Beatrice C. Dupuy,Estela Ene,2025-06-30 Second language program development and administration is a long standing area within the larger field of applied linguistics In many ways it is the quintessential

applied linguistics field as it crosses disciplinary boundaries while balancing the rigors of scholarly inquiry with the demands of practical application without losing sight of concrete learner outcomes The Routledge Handbook of Language Program Development and Administration provides a scholarly rigorous yet practically relevant treatment of issues implicated in program development and administration with 52 chapters written by leading scholars in the field Authors not only address the theoretical underpinnings of their respective topics but also provide actionable evidence based recommendations concerning eminently practical matters In this way the volume provides both novice and experienced language program administrators with important guidance on how to think about the work that they do and how best to go about it while also validating language program administration as a scholarly area of inquiry The Routledge Handbook of Language Program Development and Administration is essential reading for practicing second language program administrators at the post secondary level in service and pre service second language instructors graduate students in applied linguistics and even upper level undergraduate education students considering second language teaching as a future career Chapters 9 and 11 of this book are freely available as downloadable Open Access PDFs at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license

**Language Teachers and Teaching** Selim Ben Said, Lawrence Jun Zhang, 2013-10-08 This volume gathers contributions from a range of global experts in teacher education to address the topic of language teacher education It shows how teacher education involves the agency of teachers which forms part of their identity and which they take on when integrating into the teaching community of practice In addition the volume explores the teachers situated practice the dynamic negotiation of classroom situations socialization into the professional teaching culture and on the ground experimentation with pedagogical skills techniques

**Teaching and Learning Pragmatics** Noriko Ishihara, Andrew D. Cohen, 2014-07-16 An understanding of sociocultural context is crucial in second language learning yet developing this awareness often poses a real challenge to the typical language learner This book is a practical language teachers guide that focuses on how to teach socially and culturally appropriate language for effective communication Moving beyond a purely theoretical approach to pragmatics the volume offers practical advice to teachers with hands on classroom tasks included in every chapter Readers will be able to Identify possible causes of learner errors and choices in cross cultural communication Understand second language acquisition theories that support their classroom practices Develop a pragmatics focused instructional component classroom based assessments and curricula Help learners to become more strategic about their learning and performance of speech acts Incorporate technology into their approach to teaching pragmatics This book aims to close the gap between what research in pragmatics has found and how language is generally taught today It will be of interest to all language teachers graduate students in language teaching and linguistics teacher educators and developers of materials for teaching language

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